

MISSOURI STANDARDS FOR TEACHER EDUCATION PROGRAMS (MoSTEP)

(with proposed amendments)

June 22, 2006

Missouri Department of Elementary and Secondary Education

Missouri Standards for Teacher Education Programs (MoSTEP)

Category I. Design of Professional Education

Standard 1: PERFORMANCE STANDARDS FOR EDUCATION PROFESSIONALS

The unit ensures that candidates possess the knowledge, skills, and competencies defined as appropriate to their area(s) of **professional** responsibility.

1.1 General *[Education]* **Studies** for *[Initial Teacher]* **the Preparation of Education Professionals** (Initial)

[The unit ensures that candidates] **Candidates** have completed general studies courses and experiences in the liberal arts and sciences.

[Quality Indicators:]

- 1.1.1 The general studies include the arts, communications, history, literature, mathematics, philosophy, sciences, and the social sciences.
- 1.1.2 The general studies incorporate multi-cultural and global perspectives.

1.2 *[Content, Professional, Pedagogical, and Integrative Studies]* **Professional Competencies** for Teacher Preparation (Initial)

[The unit ensures that candidates] **Candidates for teacher certification** have completed a program of content, professional, pedagogical, and integrative studies.

[Quality Indicators:]

- 1.2.1 The preservice teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.

Performance Indicators: The preservice teacher

- 1.2.1.1 knows the discipline applicable to the certification area(s) *[(/as defined by *[Missouri State Subject Area Competencies]*)]* **Subject Competencies for Beginning Teachers in Missouri;**
- 1.2.1.2 presents the subject matter in multiple ways;
- 1.2.1.3 uses students' prior knowledge **when identifying learning objectives and choosing instructional strategies;**
- 1.2.1.4 engages students in the methods of inquiry used in the discipline;
- 1.2.1.5 creates interdisciplinary learning.
- 1.2.2 The preservice teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.
Performance Indicators: The preservice teacher
 - 1.2.2.1 knows and identifies child/adolescent development;
 - 1.2.2.2 strengthens prior knowledge with new ideas;
 - 1.2.2.3 encourages student responsibility;
 - 1.2.2.4 knows theories of learning.
- 1.2.3 The preservice teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.
Performance Indicators: The preservice teacher
 - 1.2.3.1 identifies prior experience, learning styles, strengths, and needs;
 - 1.2.3.2 designs and implements individualized instruction **for students** based on **their** prior experience, learning styles, strengths, and needs;
 - 1.2.3.3 knows when and how to access specialized services to meet students' needs;
 - 1.2.3.4 connects instruction to students' prior experiences and family, culture, and community.
- 1.2.4 The preservice teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and

state performance standards.

Performance Indicators: The preservice teacher

- 1.2.4.1 selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g., encourages exploration and problem solving, building new skills from those previously acquired);
 - 1.2.4.2 creates lessons and activities that recognize individual needs of diverse learners and variations in learning styles and performance;
 - 1.2.4.3 evaluates plans relative to long and short-term goals and adjusts them to meet student needs and to enhance learning.
- 1.2.5 The preservice teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Performance Indicators: The preservice teacher

- 1.2.5.1 selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs;
 - 1.2.5.2 engages students in active learning that promotes the development of critical thinking, problem solving, and performance capabilities.
- 1.2.6 The preservice teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

Performance Indicators: The preservice teacher

- 1.2.6.1 knows motivation theories and behavior management strategies and techniques;
 - 1.2.6.2 manages time, space, transitions, and activities effectively;
 - 1.2.6.3 engages students in decision making.
- 1.2.7 The preservice teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Performance Indicators: The preservice teacher

- 1.2.7.1 models effective verbal/non-verbal communication skills;
 - 1.2.7.2 demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in responses to students' communications;
 - 1.2.7.3 supports and expands learner expression in speaking, writing, listening, and other media;
 - 1.2.7.4 uses a variety of media communication tools.
- 1.2.8 The preservice teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

Performance Indicators: The preservice teacher

- 1.2.8.1 employs a variety of formal and informal assessment techniques (e.g., observation, portfolios of student work, teacher-made tests, performance tasks, projects, student self-assessments, authentic assessments, and standardized tests) to enhance and monitor *[her or his] his/her* knowledge of learning, to evaluate student progress and performances, and to modify instructional approaches and learning strategies;
- 1.2.8.2 uses assessment strategies to involve learners in self-assessment activities, to help them become aware of their learning behaviors, strengths, needs and progress, and to encourage them to set personal goals for learning;
- 1.2.8.3 evaluates the effect of class activities on both individual and the class as a whole, collecting information through observation of classroom interactions, questioning, and analysis of student work;
- 1.2.8.4 maintains useful records of student work and performances and can communicate student progress knowledgeably and responsibly, based on appropriate indicators, to student, parents, and other colleagues.

- 1.2.9 The preservice teacher is a reflective practitioner who **applies the ethical practices of the profession and** continually assesses the effects of **his/her** choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.

Performance Indicators: The preservice teacher

- 1.2.9.1 applies a variety of self-assessment and problem-solving strategies for reflecting on practice, their influences on students' growth and learning, and the complex interactions between them;
- 1.2.9.2 uses resources available for professional development[.];
- 1.2.9.3 practices professional *[ethical standards]* **ethics**.

- 1.2.10 The preservice teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and well-being.

Performance Indicators: The preservice teacher

- 1.2.10.1 participates in collegial activities designed to make the entire school a productive learning environment;
- 1.2.10.2 talks with and listens to students, is sensitive and responsive to signs of distress, and seeks appropriate help as needed to solve students' problems;
- 1.2.10.3 seeks opportunities to develop relationships with the parents and guardians of students, and seeks to develop cooperative partnerships in support of student learning and well-being;
- 1.2.10.4 identifies and uses the appropriate school personnel and community resources to help students reach their full potential.

- 1.2.11 The preservice teacher understands theories and applications of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.

Performance Indicators: The preservice teacher

- 1.2.11.1 demonstrates an understanding of instructional technology concepts and operations;
- 1.2.11.2 plans and designs effective learning environments and experiences supported by informational and instructional technology;
- 1.2.11.3 implements curriculum plans that include methods and strategies for applying informational and instructional technology to maximize student learning;
- 1.2.11.4 uses technological applications to facilitate a variety of effective assessment and evaluation strategies;
- 1.2.11.5 uses technology to enhance personal productivity and professional practice;
- 1.2.11.6 demonstrates an understanding of the social, ethical, legal, and human issues surrounding the use of technology in **pre-kindergarten through grade twelve (PK-12)** schools and applies that understanding in practice.

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1.3 Professional Competencies for School Administrator Preparation (Advanced)

Candidates for school administrator certification have completed a program of professional studies in educational leadership.

[Quality Indicators:]

- 1.3.1 A school administrator is an educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

Knowledge: The administrator has knowledge and understanding of:

- learning goals in a pluralistic society
- the principles of developing and implementing strategic plans
- systems theory
- information sources, data collection, and data analysis strategies:
- effective communication
- effective consensus-building and negotiation skills

Dispositions: The administrator believes in, values, and is committed to:

- the educability of all
- a school vision of high standards of learning
- continuous school improvement
- the inclusion of all members of the school community
- ensuring that students have the knowledge, skills, and values needed to become successful adults
- a willingness to continuously examine one's own assumptions, beliefs, and practices
- doing the work required for high levels of personal and organization performance

Performances: The administrator facilitates processes and engages in activities ensuring that:

- the vision and mission of the school are effectively communicated to staff, parents, students, and community members
- the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities
- the core beliefs of the school vision are modeled for all stakeholders
- the vision is developed with and among stakeholders
- the contributions of school community members to the realization of the vision are recognized and celebrated
- progress toward the vision and mission is communicated to all stakeholders
- the school community is involved in school improvement efforts
- the vision shapes the educational programs, plans, and actions
- an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated
- assessment data related to student learning are used to develop the school vision and goals
- relevant demographic data pertaining to students and their families are used in developing the school mission and goals
- barriers to achieving the vision are identified, clarified, and addressed
- needed resources are sought and obtained to support the implementation of the school mission and goals
- existing resources are used in support of the school vision and goals
- the vision, mission, and implementation plans are regularly monitored, evaluated, and revised

- 1.3.2 A school administrator is an educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Knowledge: The administrator has knowledge and understanding of:

- student growth and development
- applied learning theories
- applied motivational theories
- curriculum design, implementation, evaluation, and refinement

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- principles of effective instruction
- measurement, evaluation, and assessment strategies
- diversity and its meaning for educational programs
- adult learning and professional development models
- the change process for systems, organizations, and individuals
- the role of technology in promoting student learning and professional growth
- school cultures

Dispositions: The administrator believes in, values, and is committed to:

- student learning as the fundamental purpose of schooling
- the proposition that all students can learn
- the variety of ways in which students can learn
- life long learning for self and others
- professional development as an integral part of school improvement
- the benefits that diversity brings to the school community
- a safe and supportive learning environment
- preparing students to be contributing members of society

Performances: The administrator facilitates processes and engages in activities ensuring that:

- all individuals are treated with fairness, dignity, and respect
- professional development promotes a focus on student learning consistent with the school vision and goals
- students and staff feel valued and important
- the responsibilities and contributions of each individual are acknowledged
- barriers to student learning are identified, clarified, and addressed
- diversity is considered in developing learning experiences
- life long learning is encouraged and modeled
- there is a culture of high expectations for self, student, and staff performance
- technologies are used in teaching and learning
- student and staff accomplishments are recognized and celebrated
- multiple opportunities to learn are available to all students
- the school is organized and aligned for success
- curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined
- curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies
- the school culture and climate are assessed on a regular basis
- a variety of sources of information is used to make decisions
- student learning is assessed using a variety of techniques
- multiple sources of information regarding performance are used by staff and students
- a variety of supervisory and evaluation models is employed
- pupil personnel programs are developed to meet the needs of students and their families

- 1.3.3 A school administrator is an educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Knowledge: The administrator has knowledge and understanding of:

- theories and models of organizations and the principles of organizational development
- operational procedures at the school and district level
- principles and issues relating to school safety and security
- human resources management and development
- principles and issues relating to fiscal operations of school management
- principles and issues relating to school facilities and use of space
- legal issues impacting school operations

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- current technologies that support management functions

Dispositions: The administrator believes in, values, and is committed to:

- making management decisions to enhance learning and teaching
- taking risks to improve schools
- trusting people and their judgments
- accepting responsibility
- high-quality standards, expectations, and performances
- involving stakeholders in management processes
- a safe environment

Performances: The administrator facilitates processes and engages in activities ensuring that:

- knowledge of learning, teaching, and student development is used to inform management decisions
- operational procedures are designed and managed to maximize opportunities for successful learning
- emerging trends are recognized, studied, and applied as appropriate
- operational plans and procedures to achieve the vision and goals of the school are in place
- collective bargaining and other contractual agreements related to the school are effectively managed
- the school plant, equipment, and support systems operate safely, efficiently, and effectively
- time is managed to maximize attainment of organizational goals
- potential problems and opportunities are identified
- problems are confronted and resolved in a timely manner
- financial, human, and material resources are aligned to the goals of schools
- the school acts entrepreneurially to support continuous improvement
- organizational systems are regularly monitored and modified as needed
- stakeholders are involved in decisions affecting schools
- responsibility is shared to maximize ownership and accountability
- effective problem-framing and problem-solving skills are used
- effective conflict resolution skills are used
- effective group-process and consensus-building skills are used
- effective communication skills are used
- a safe, clean, and aesthetically pleasing school environment is created and maintained
- human resource functions support the attainment of school goals
- confidentiality and privacy of school records are maintained

- 1.3.4 A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Knowledge: The administrator has knowledge and understanding of:

- emerging issues and trends that potentially impact the school community
- the conditions and dynamics of the diverse school community
- community resources
- community relations and marketing strategies and processes
- successful models of school, family, business, community, government and higher education partnerships

Dispositions: The administrator believes in, values, and is committed to:

- schools operating as an integral part of the larger community
- collaboration and communication with families
- involvement of families and other stakeholders in school decision-making processes
- the proposition that diversity enriches the school
- families as partners in the education of their children
- the proposition that families have the best interests of their children in mind
- resources of the family and community needing to be brought to bear on the education of students

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- an informed public

Performances: The administrator facilitates processes and engages in activities ensuring that:

- high visibility, active involvement, and communication with the larger community is a priority
- relationships with community leaders are identified and nurtured
- information about family and community concerns, expectations, and needs is used regularly
- there is outreach to different business, religious, political, and service agencies and organizations
- credence is given to individuals and groups whose values and opinions may conflict
- the school and community serve one another as resources
- available community resources are secured to help the school solve problems and achieve goals
- partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals
- community youth family services are integrated with school programs
- community stakeholders are treated equitably
- diversity is recognized and valued
- effective media relations are developed and maintained
- a comprehensive program of community relations is established
- public resources and funds are used appropriately and wisely
- community collaboration is modeled for staff
- opportunities for staff to develop collaborative skills are provided

- 1.3.5 A school administrator is an educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner.

Knowledge: The administrator has knowledge and understanding of:

- the purpose of education and the role of leadership in modern society
- various ethical frameworks and perspectives on ethics
- the values of the diverse school community
- professional codes of ethics
- the philosophy and history of education

Dispositions: The administrator believes in, values, and is committed to:

- the ideal of the common good
- the principles in the Bill of Rights
- the right of every student to a free, quality education
- bringing ethical principles to the decision-making process
- subordinating one's own interest to the good of the school community
- accepting the consequences for upholding one's principles and actions
- using the influence of one's office constructively and productively in the service of all students and their families
- development of a caring school community

Performances: The administrator:

- examines personal and professional values
- demonstrates a personal and professional code of ethics
- demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance
- serves as a role model
- accepts responsibility for school operations
- considers the impact of one's administrative practices on others
- uses the influence of the office to enhance the educational program rather than for personal gain
- treats people fairly, equitably, and with dignity and respect
- protects the rights and confidentiality of students and staff
- demonstrates appreciation for and sensitivity to the diversity in the school community
- recognizes and respects the legitimate authority of others
- examines and considers the prevailing values of the diverse school community

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- expects that others in the school community will demonstrate integrity and exercise ethical behavior
- opens the school to public scrutiny
- fulfills legal and contractual obligations
- applies laws and procedures fairly, wisely, and considerately

1.3.6 A school administrator is an educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Knowledge: The administrator has knowledge and understanding of:

- principles of representative governance that undergird the system of American schools
- the role of public education in developing and renewing a democratic society and an economically productive nation
- the law as related to education and schooling
- the political, social, cultural and economic systems and processes that impact schools
- models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling
- global issues and forces affecting teaching and learning
- the dynamics of policy development and advocacy under our democratic political system
- the importance of diversity and equity in a democratic society

Dispositions: The administrator believes in, values, and is committed to:

- education as a key to opportunity and social mobility
- recognizing a variety of ideas, values, and cultures
- importance of a continuing dialogue with other decision makers affecting education
- actively participating in the political and policy-making context in the service of education
- using legal systems to protect student rights and improve student opportunities

Performances: The administrator facilitates processes and engages in activities ensuring that:

- the environment in which schools operate is influenced on behalf of students and their families
- communication occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate
- there is ongoing dialogue with representatives of diverse community groups
- the school community works within the framework of policies, laws, and regulations enacted by local, state, and federal authorities
- public policy is shaped to provide quality education for students
- lines of communication are developed with decision makers outside the school community

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1.4 Professional Competencies for School Counselor Preparation (Initial and Advanced)

Candidates for school counselor certification have completed a program of professional studies in school counseling.

[Quality Indicators:]

1.4.1 The professional school counselor candidate knows and understands learners and how they develop, and facilitates learners' academic, interpersonal, social and career growth.

[Quality Indicators:]

1.4.1.1 Human Growth and Development: The professional school counselor candidate knows and understands human development and personality and how these domains affect learners, and applies this knowledge in *[his or her]* **his/her** work with learners.

Performance Indicators: The professional school counselor candidate:

- applies theories of individual and family development, transitions across the life span, and the range of human developmental variation
- applies knowledge of developmental stages of individual growth
- applies theories of learning and personality development
- applies factors that affect behavior, including but not limited to, developmental crises, disability, addiction, psychopathology, and environmental factors, in assisting learners to develop healthy life and learning styles
- applies developmental principles in working with learners in a variety of school counseling activities

1.4.1.2 Culture and Diversity: The professional school counselor candidate knows and understands how human diversity affects learning and development within the context of a global society and a diverse community of families. The professional school counselor candidate uses this understanding to assist learners, parents, and colleagues in developing opportunities for learning and personal growth.

Performance Indicators: The professional school counselor candidate:

- knows and understands multicultural and pluralistic trends
- knows and understands attitudes and behaviors related to diversity, and how the diversity in families impacts learners
- educates students, colleagues and others about diversity and its impact on learning, growth, and relationships
- facilitates the development of learners' tolerance and respect for, and valuing of, human diversity
- knows and understands how culture affects the counseling relationship and demonstrates cultural awareness and sensitivity in counseling

1.4.1.3 Assessment: The professional school counselor candidate knows and understands the principles of measurement and assessment, for both individual and group approaches, and applies these in working with all learners.

Performance Indicators: The professional school counselor candidate:

- knows and understands theoretical and historical bases for assessment techniques
- knows and understands the concepts of reliability and validity
- selects, administers, and interprets assessment and evaluation instruments and techniques in counseling
- applies assessment results to the counseling process
- knows, understands and applies ethical principles in assessment

1.4.1.4 Career Development and Planning: The professional school counselor candidate understands career development and planning processes across the lifespan, and assists all learners in their career exploration, decision-making and planning.

Performance Indicators: The professional school counselor candidate:

- knows and understands theories of career development, career decision-making and planning selects and applies career counseling models with learners
- promotes and supports the career decision-making and planning of learners
- uses various career assessment techniques to assist learners in understanding their abilities and career interests
- uses current career information to assist learners in understanding the world of work and

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making career plans and choices

- 1.4.2 The professional school counselor candidate promotes learners' growth and development through a district wide, comprehensive model for guidance and counseling for all students.

[Quality Indicators:]

- 1.4.2.1 Guidance Curriculum: The professional school counselor candidate knows, understands, and uses classroom guidance methods and techniques.

Performance Indicators: The professional school counselor candidate:

- knows, understands, and conducts guidance needs assessments
- collaborates with other school personnel in the delivery of the guidance curriculum
- designs and implements developmentally appropriate guidance activities

- 1.4.2.2 Individual Planning: The professional school counselor candidate knows, understands, and uses planning and goal setting for the personal, educational, and career development of the learner.

Performance Indicators: The professional school counselor candidate:

- knows and understands planning and goal setting processes
- uses various tools, including technology, to assist learners in personal, educational, and career goal setting and planning.

- 1.4.2.3 Responsive Services: The professional school counselor candidate knows, understands and uses various methods for delivering responsive counseling services to learners in the school community.

Performance Indicators: The professional school counselor candidate:

- knows and understands a variety of individual and small group counseling theories and techniques
- knows and understands a variety of crisis intervention and consultation theories and techniques
- selects and uses counseling interventions appropriate to the needs of learners
- uses appropriate referral resources and procedures

- 1.4.2.4 System Support: The professional school counselor candidate knows, understands and uses various methods to develop and maintain a comprehensive guidance program that serves the needs of all learners.

Performance Indicators: The professional school counselor candidate:

- knows, understands, develops, and manages a comprehensive guidance program for all learners
- advocates for the guidance program throughout the school community
- knows, understands, and conducts program evaluation to monitor and improve the guidance program

- 1.4.2.5 Technology: The professional school counselor candidate knows, understands and uses technology as a management and counseling tool in promoting the personal, educational, social, and career development of the learner.

Performance Indicators: The professional school counselor candidate:

- knows, understands and uses a variety of technology in the delivery of guidance and counseling activities
- uses technology to manage a comprehensive guidance program

- 1.4.3 The professional school counselor candidate develops and promotes professional relationships in the school, family, and community.

[Quality Indicators:]

- 1.4.3.1 The professional school counselor candidate understands, develops, and uses professional relationships in the school, family and community, through consultation and collaboration, to promote development of all learners.

Performance Indicators: The professional school counselor candidate:

- knows, understands and uses consultation strategies to improve communication and promote teamwork
- uses consultation strategies to coordinate resources and efforts of teachers, administrators, and support staff

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- uses consultation strategies to promote school-home relationships through involvement of parents and other family members
- uses consultation methods with private and public agencies in the community that may be involved in the learner's development

1.4.4 The professional school counselor candidate knows, understands, and adheres to ethical, legal, and professional standards.

[Quality Indicators:]

1.4.4.1 Ethical: The professional school counselor candidate knows, understands and practices in accord with the ethical principles of the school counseling profession.

Performance Indicators: The professional school counselor candidate:

- knows, understands and practices in accordance with the ethical principles of the counseling profession
- knows and understands the differences among legal, ethical, and moral principles
- knows, understands and practices in accordance with local school policy and procedures
- employs ethical decision-making models to recognize and resolve ethical dilemmas
- models ethical behavior in *[his or her]* **his/her** work

1.4.4.2 Legal: The professional school counselor candidate knows, understands and adheres to the legal aspects of the role of the school counselor

Performance Indicators: The professional school counselor candidate:

- knows and understands the local, state, and federal statutory requirements pertaining to *[her or his]* **his/her** work
- uses legal resources to inform and guide *[his or her]* **his/her** practice
- practices in accordance with the legal restraints of local jurisdictions
- practices within the statutory limits of confidentiality

1.4.4.3 Professional: The professional school counselor candidate knows, understands and implements methods to promote *[his or her]* **his/her** professional development and well-being.

Performance Indicators: The professional school counselor candidate:

- participates in professional organizations
- develops and implements a professional development plan
- uses personal reflection, consultation, and supervision to promote professional growth and development
- knows, understands, uses and models techniques of self-care
- evaluates *[her or his]* **his/her** practice, seeks feedback from others, and uses this information to improve performance

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1.5 *[Content, Professional, Pedagogical, and Integrative Studies for the]* **Professional Competencies for Library Media Specialist Preparation** (Initial and Advanced)

Candidates for library media specialist certification have completed a program of professional studies for school library media specialists.

[Quality Indicators:]

1.5.1 Use of Information and Ideas.

[Quality Indicators:]

- 1.5.1.1 Efficient and Ethical Information-Seeking Behavior: Candidates apply a variety of strategies to ensure access to resources and information in a variety of formats to all members of the learning community.
- 1.5.1.2 Literacy and Reading: Candidates encourage reading and lifelong learning by fostering interests and competencies in the effective use of ideas and information.
- 1.5.1.3 Access to Information: Candidates promote efficient and ethical information-seeking behavior as part of the school library media program and its services.
- 1.5.1.4 Stimulating Learning Environment: Candidates demonstrate the ability to create a positive educational environment in a literate, technology-rich, and inviting library media center atmosphere.

1.5.2 Teaching and Learning.

[Quality Indicators:]

- 1.5.2.1 Knowledge of Learners and Learning: Candidates design and implement instruction that engages the student's interests, passions, and needs which drive their learning.
- 1.5.2.2 Effective and Knowledgeable Teacher: Candidates model and promote collaborative planning with classroom teachers in order to teach concepts and skills of information processes integrated with classroom content.
- 1.5.2.3 Information Literacy Curriculum: Candidates partner with other education professionals to develop and deliver an integrated information skills curriculum.

1.5.3 Collaboration and Leadership.

[Quality Indicators:]

- 1.5.3.1 Connection with the Library Community: Candidates provide leadership and establish connections with the greater library and education community.
- 1.5.3.2 Instructional Partner: Candidates demonstrate effective leadership principles and work with the learning community to create a productive educational environment.
- 1.5.3.3 Educational Leader: Candidates create school library media programs that focus on student learning and achievement; and encourage the personal and professional growth of teachers and other educators.

1.5.4 Program Administration.

[Quality Indicators:]

- 1.5.4.1 Managing Information Resources: Selecting, Organizing, Using: Candidates apply knowledge and skills in building, managing, and providing free and equitable access to resource collections to enhance the school curriculum and offer leisure reading materials for the school community.
- 1.5.4.2 Managing Program Resources: Human, Financial, Physical: Candidates administer the library media program according to the principles of best practice in library science and program administration to support the mission of the school.
- 1.5.4.3 Comprehensive and Collaborative Strategic Planning and Assessment: Candidates apply leadership, collaboration, and technology skills to design and manage library media programs that are up-to-date, comprehensive, and integrated within the school.

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Standard 2: PROGRAM AND CURRICULUM DESIGN (Initial and Advanced)

The unit has high quality professional education programs *[that are]* derived from a conceptual framework(s) that is knowledge-based, articulated, shared, coherent, consistent with the unit's and/or *[institutional]* **institution's** mission, and continuously evaluated.

Quality Indicators:

- 2.1 The conceptual framework(s) is **collaboratively developed**, written, well articulated, and shared among professional education faculty, candidates, and other members of the professional community.
 - 2.1.1 The framework(s) is defined and makes explicit the professional commitments, dispositions, and values that support it, including the commitment to acquire and use professional knowledge.
 - 2.1.2 The framework(s) includes a philosophy and purposes; provides an associated rationale for course work and field experiences; contains assessment statements of desired results for candidates; and provides **criteria** for program evaluation.
 - 2.1.3 The framework(s) reflects multi-cultural and global perspectives.
 - 2.1.4 The framework(s) and knowledge bases that support each professional education program rest on established and contemporary research, the wisdom of **effective** practice, and emerging education policies and practices.
- [2.2 Coherence exists between the conceptual framework(s) and student outcomes, courses, field experiences, instruction, and evaluation.]*
- 2.3 *The unit engages in regular and systematic evaluations (including, but not limited to, information obtained through student assessment, and collection of data from students, recent graduates, and other members of the professional community) and uses these results to foster student achievement through the modification and improvement of the conceptual framework(s) and programs.]*
- 2.2 **The high quality program (HQP) demonstrates coherence between the conceptual framework and course instruction, field experiences, evaluations and candidate outcomes.**
 - 2.2.1 **Curriculum design, as evidenced by program requirements and course syllabi, is coherent. Program goals influence the design and implementation of courses and field experiences.**
 - 2.2.2 **Candidate performance and unit/program assessments provide evidence of program coherence and effectiveness.**
 - 2.2.3 **The elements and influence of diversity (age, gender, culture, language, race/ethnicity, socio-economic status, and special abilities/disabilities) are embedded in program curricula with an emphasis on closing the student achievement gap within the public schools of Missouri.**
 - 2.2.4 **The HQP infuses knowledge and skills in using technology for teaching, learning and assessment.**
- 2.3 **The unit and its programs have a clearly identified, valid, fair, and unbiased assessment system. The system provides for the collection, analysis and use of data from applicants, candidates' and graduates' performance, and program/unit operations to inform decisions with regard to improvement.**
 - 2.3.1 **The unit and its programs engage in regular and systematic evaluations, including, but not limited to, information obtained through candidate assessment (e.g., C-BASE, Praxis, course-embedded assessments, summative field experience evaluations and impact on PK-12 student achievement) and collection of data from candidates, recent graduates, employers, and other members of the professional community.**
 - 2.3.2 **Fair, accurate, and consistent assessment procedures are established and efforts are made to eliminate sources of bias.**
 - 2.3.3 **The unit and its programs have clearly identified schedules by which candidate, course, clinical experience, and program data are reviewed.**
 - 2.3.4 **The assessment system is effectively maintained through the use of information technologies.**
- 2.4 **The unit assesses the impact of its candidates, faculty and programs on PK-12 education.**

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Standard 3: *[CLINICAL]* **FIELD EXPERIENCES AND CLINICAL PRACTICE** (Initial and Advanced)

The *[professional education]* unit ensures that *[clinical]* **field** experiences for initial and advanced programs are well-planned, early, on-going, integrated into the program sequence, of high quality, and continuously evaluated.

Quality Indicators:

[3.1 Preservice preparation programs include clinical experiences in which candidates can observe and practice solutions to problems under the direction and supervision of qualified academic, school-based and clinical faculty.]

*[3.2]***3.1** *[The professional education unit selects clinical]* **Professional education programs prescribe field** experiences, including student teaching and/or internships, to provide candidates with opportunities to relate principles and theories to actual practice. The *[clinical]* **field** experiences *[will be]* **are** varied and include study and practice in *[communities which include students of different ages and with culturally diverse and exceptional populations]* **schools with diverse populations in terms of age, gender, culture, language, race/ethnicity, socio-economic status, special abilities/disabilities, etc.**

*[3.3]***3.2** *[Clinical]***Field** experiences encourage reflection by candidates and include feedback from a variety of sources close to the *[student's]* **candidates'** work, including higher education faculty, **PK-12** school faculty, *[clinical faculty, and]* administrators, students and peers.

*[3.4]***3.3** Clinical *[experiences]* **practices** allow candidates to experience all duties and responsibilities of the professional role for which they are preparing.

*[3.5]***3.4** The *[professional education]* unit **collaborates with PK-12 schools to provide[s]** quality clinical sites in which candidates may develop the *[required]* knowledge and *[exhibit required performances]* **skills required for the area of responsibility. These sites are evaluated annually.**

[3.6 Candidates seeking endorsements or licenses for more than one grade or developmental level shall be assigned to clinical experiences at such levels.]

*[3.7]***3.5** *[Culminating clinical experiences (student teaching, practicum, or internship) shall be at the level and in the endorsement area and license]* **Clinical practice is accomplished in the certification area(s) and grade range(s)** being sought by the candidate, and with a *[supervising]* **qualified cooperating** *[teacher or mentor]* **teacher/mentor** *[who holds certification in the appropriate area]* **and a qualified faculty supervisor from the institution's professional education program.**

*[3.7.1]***3.5.1** *[Culminating clinical experiences]* **Clinical practice** shall provide opportunities for increasing responsibility for planning and instruction and communication with the supervising professional(s), including reflection on teaching, learning, and behaviors.

*[3.7.2]***3.5.2** When possible, the *[supervising school professional]* cooperating teacher/mentor shall be selected collaboratively by the professional education unit and the **PK-12** site administrator.

3.5.3 **Candidates seeking certification for more than one grade range are assigned clinical practice in accordance with applicable state certification requirements.**

3.6 **The unit has a written policy to permit alternative clinical practice for candidates in lieu of conventional student teaching in accordance with Mo. Rev. Stat. § 168.400 (2005) and Mo. Code Regs. 5 CSR 80-805.040.**

Category II. Candidates in Professional Education

Standard 4: COMPOSITION, QUALITY, AND COMPETENCE OF *[STUDENT BODY]* **CANDIDATES** (Initial and Advanced)

The unit *[has and]* implements written *[plans]* **policies** to recruit, admit, and retain a diverse *[student body]* **pool of candidates** who demonstrate potential for professional success in schools.

Quality Indicators:

[4.1. Diverse Student Body]

4.1 The **institution and the unit implement policies that** commit*[s]* scholarships, outreach efforts, and other human and financial resources to ensure a diverse candidate pool (e.g., individuals of diverse economic, cultural, racial, gender, and linguistic backgrounds, and individuals with disabilities) with acceptable academic and other qualifications.

[Quality Indicators:]

4.1.1 The *[unit]* **institution** has and implements *[an explicit plan]* **written policies** with resources explicitly devoted to recruiting, admitting, and retaining a diverse student body.

4.1.2 *[The unit's efforts]* **Effort** and success in meeting **institutional** goals for recruiting candidates from diverse backgrounds are evaluated annually, and steps are taken to strengthen, as necessary, *[its]* plans for future efforts.

4.1.3 **The unit has an admission policy for non-traditional and transfer students, including mutually approved institutional articulation agreements with Missouri community colleges.**

*[4.1.3]***4.1.4** The unit monitors **professional education** admission decisions to ensure that the published admissions criteria are equitably applied to all applicants.

[4.2 Qualification of Candidates]

4.2 A comprehensive system is used to assess the qualifications of candidates seeking admission.

[Quality Indicators:]

4.2.1 The criteria for admission to undergraduate, *[graduate,]* and post-baccalaureate initial *[teacher]* **professional** preparation programs include a comprehensive (i.e., multiple forms of data) assessment of academic proficiency *[(e.g., basic skills proficiency tests)]* **(including basic academic subjects and written/oral communications)**, faculty recommendations, biographical information, and successful completion of any prior college/university course work with at least a 2.5 cumulative grade point average (GPA) on a 4-point scale, **and appropriate** background screening.*[, and background checks for felony conviction(s).]*

4.2.2 The criteria for admission to advanced programs include an assessment of academic proficiency (e.g., the MAT, GRE, and GPA), faculty recommendations, records of competence and effectiveness in professional work, *[and]* graduation from a regionally accredited college/university **and appropriate background screening.**

[4.2.3 **The unit has an admission policy for the following categories of students:**

- a) transfer students (including mutually agreed upon articulation with Missouri Community Colleges)*
- b) non-traditional students*
- c) diverse students*

[4.3 Monitoring and Advising the Progress of Candidates (Initial and Advanced)]

4.3 The unit systematically monitors and **formatively** assesses the progress of candidates toward program goals and ensures that they receive appropriate academic and professional advisement from admission through completion of their professional education programs. *[The]* **Each** program includes multiple, developmental, and diverse opportunities for growth.

[Quality Indicators:]

4.3.1 The unit *[has and]* uses *[developmental benchmarks]* **assessments and data from multiple sources**

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at appropriate transitions *[to determine whether or not candidates have prerequisite knowledge and skill to advance to the next program level, ensuring].* **The unit ensures** that those who are not able to demonstrate proficiency at any **transition** point have opportunities appropriate to their individual learning needs to increase their level of proficiency.

[4.3.2 The progress of candidates at different stages of programs is monitored through authentic performance-based assessments using systematic procedures and time lines, and students are advised about their progress.

4.3.3 Assessment of a candidate's progress is based on multiple data sources that include grade point average (GPA), observations, faculty recommendations, demonstrated competence in academic and professional work (e.g., portfolios, performance assessments, research and concept papers), and recommendations from appropriate professionals in schools.

4.3.4 Assessment data are systematically used to assist candidates who are not making satisfactory progress.]

*[4.3.5]***4.3.2** Criteria consistent with the conceptual framework(s) of programs and consistent with *[State Board]* **state** standards (i.e., beginning teacher standards, beginning administrator standards, **etc.**) are used to determine eligibility for student teaching and other professional internships.

*[4.3.6]***4.3.3** The *[professional education]* unit ensures that the State Board adopted basic skills assessments are successfully completed prior to student teaching or **other** culminating field-based experiences *[(i.e., the successful completion of the prescribed Missouri State Board of Education exit examination)]*.

*[4.3.7]***4.3.4** Through publications and faculty advising, candidates are provided clear information about institutional policies and requirements, including assessment requirements and remediation strategies, needed for completing their professional education programs, the availability of social and psychological counseling services, and job opportunities.

*[4.3.8]***4.3.5** The institution conducts systematic surveys of its current students and graduates in professional education in order to gather data pertaining to the effectiveness of its advisement. These data become the basis for improving those services.

[4.4 Ensuring the Competence of Candidates (Initial and Advanced)]

4.4 The unit ensures that a candidate's competency to begin a professional role in schools is **summatively** assessed prior to completion of the program and/or recommendation for *[licensure]* **certification**.

[Quality Indicators:]

4.4.1 The unit establishes and publishes a set of criteria/outcomes for *[exit from]* **candidates in** each professional education program consistent with *[State Board of Education adopted performance standards.]* **professional competencies for the respective category of educator certification.**

4.4.2 A candidate's mastery of a program's stated exit criteria or outcomes is *[assessed]* **measured** through the use of multiple *[sources of data]* **assessments**, such as a culminating experience, portfolios **or other work samples**, *[interviews, videotaped and]* observed performance in schools, **surveys**, standardized tests, *[and course grades]* **etc.** **The assessments include measures of:**

- **content knowledge assessments required for state certification/licensure;**
- **at least one additional indicator of content knowledge;**
- **the candidate's ability to plan instruction, or (for non-teaching fields) to fulfill other identified professional responsibilities;**
- **the candidate's performance in clinical practice (student teaching, internship, etc.); and**
- **the candidate's impact on PK-12 student learning, or (for non-teaching fields) ability to create supportive learning environments.**

[4.4.3 The unit ensures that students exiting educator preparation programs have constructed a professional portfolio which contains evidence of learning accomplishments related to State Board of Education adopted performance standards. The portfolio shall contain evidence to verify knowledge, skills, and abilities, and application with various types of students and/or adults and in

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various settings. Such portfolio may include but need not be limited to (i) summaries of professional and student research, (ii) videotapes of actual performance in the student's area of specialization or endorsement, (iii) examples of self-analysis and reflection of progress, (iv) formative and summative assessments of performance in academic, clinical, and field-based experiences, (v) and evidence of state-adopted licensing assessment results.

4.4.4 *The institution administers the prescribed exit assessment as identified by the Missouri State Board of Education prior to the recommendation for certification.]*

4.4.3 The unit provides summative evidence that candidates completing educator preparation programs have attained knowledge and skills, in accordance with the professional competencies in Standard 1 for the respective category of educator certification, and have demonstrated such knowledge and skills with various types of learners in a variety of settings. Assessment(s) reflect the quality indicators in Standards 1.2 - 1.5, and the unit verifies the validity and reliability of the evidence.

*[4.4.5]***4.4.4** *The [institution] unit recommends for certification only [individuals with] those candidates who have achieved a [2.5 overall] grade point average of at least 2.5 (on a 4.0 scale) overall and in the major area of study and [who] have successfully completed[,] the [exit examination] assessment prescribed by the Missouri State Board of Education and other summative assessments required by the [institution] unit and its programs.*

[4.5 Ensuring the Support of Graduates (Initial and Advanced)]

4.5 The unit [ensures that graduates are well supported during their first two years of professional service.] provides follow-up support for its first and second-year education professionals who are employed in Missouri schools. Mo. Rev. Stat. § 168.400 (2005)

[Quality Indicators:

4.5.1 *The institution provides follow-up support and tracking for all its first and second-year education professionals in the field, including such things as enabling them to meet together and share their ideas, needs, and information; supporting mentor teachers; and supporting district professionals and schools through visits and assistance where required and possible.*

4.5.2 *Plans for supporting new education professionals are cooperatively developed and implemented by the institutions, the novice professionals, mentor teachers (where appropriate), and school districts.*

4.6 Meeting the Needs of the Profession (Initial and Advanced)

The unit ensures that the program continues to meet the needs of beginning professionals and their employers.

Quality Indicators:

4.6.1 *The unit seeks and uses data and feedback from its graduates to improve the professional preparation program.*

4.6.2 *The unit seeks and uses data and feedback from employers of its graduates to improve the professional preparation program.]*

Category III. Professional Education Faculty

Standard 5: QUALIFICATIONS, COMPOSITION, ASSIGNMENTS, AND DEVELOPMENT OF PROFESSIONAL EDUCATION FACULTY, AND QUALITY OF INSTRUCTION

Professional education faculty are qualified for their assignments, recruited from diverse populations, and model effective professional practices in teaching, scholarship and service.

Quality Indicators:

[5.1 Faculty Qualifications]

- 5.1** The unit ensures that the professional education faculty are qualified for their assignments and are actively engaged in the professional community.

[Quality Indicators:]

- 5.1.1 Professional education **faculty, including clinical** faculty, both full and part time, have *[demonstrated competence in each field of specialization that they teach.]* **earned an appropriate advanced degree and/or have exceptional expertise in the content, skill areas and/or grade range that they teach or supervise candidates.**
- 5.1.2 *Faculty in graduate professional education and in innovative/experimental programs have earned an appropriate terminal degree.*
- 5.1.3 *Faculty teaching or supervising teacher education students further their professional development through periodic, direct personal involvement in the schools in grades pre-kindergarten through 12. (Required by Missouri Statute 168.400.3, RSMo.)*
- 5.1.4 *Faculty in professional education seek to model and reflect the best practice in the delivery of instruction, including the use of technology.]*
- 5.1.2 Professional education and clinical faculty have knowledge and experiences related to preparing candidates to work with students from diverse backgrounds, including students with exceptionalities.**

[5.2 Faculty Composition (initial and advanced)]

- 5.2** The unit *[recruits, hires, and retains a diverse higher education faculty]* **ensures that professional education faculty are selected in accordance with the institution's recruiting and employment policies.**

[Quality Indicators:]

- 5.2.1 The *[unit]* **institution** has and implements *[an explicit plan]* **written policies** with resources devoted to recruiting, hiring, and retaining a diverse faculty.
- 5.2.2 The unit's efforts and success in meeting **institutional** goals for recruiting a diverse faculty are evaluated annually, **and steps are taken to strengthen future efforts.**
- 5.2.3 Part-time or adjunct faculty *[have demonstrated experience and/or competence in education and]* are employed on a limited basis when **it is determined that** they can *[make significant contributions to]* **benefit the unit or its** programs.

[5.3 Professional Assignments of Faculty (initial and advanced)]

- 5.3** The unit ensures that policies and assignments allow faculty to be involved effectively in teaching, scholarship, and service.

[Quality Indicators:]

- 5.3.1 Work load policies and assignments accommodate faculty involvement in teaching, scholarship, and service, including working in PK-12 schools, curriculum development, advising, administration, institutional committee work, and other internal service responsibilities.
- 5.3.2 Faculty teaching loads, including, student teaching supervision, overloads, and off-campus teaching, are limited to allow faculty to engage effectively in teaching, scholarship and service.

[5.4 Faculty Development.]

- 5.4** The institution *[shall]* supports and promotes *[professional education]* faculty development, and the unit

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[shall have] **has** a systematic, comprehensive, and written plan for such experiences.

[Quality Indicators:]

5.4.1 The institution has *[in place]* policies, resources and practices *[which support and]* **to** ensure that faculty members are growing professionally through advanced study, scholarly inquiry, and participation in activities closely related to their instructional assignment.

5.4.2 Faculty members are actively involved in local, state, national, and/or international professional associations in their area(s) of expertise and assignment.

5.4.3 Faculty teaching or supervising candidates in professional education further their professional development through periodic, direct personal involvement in the PK-12 public schools, as required by Mo. Rev. Stat. § 168.400.3 (2005)

*[5.4.3]***5.4.4** Faculty are regularly evaluated in terms of *[their contributions to]* teaching, scholarship, and service. **Evaluations are used systematically for faculty improvement.**

[5.4.4 Evaluations are used systematically to improve teaching, scholarship, and service of the higher education faculty within the unit.]

[5.5 Quality of Instruction]

5.5 Teaching in the unit is of high quality, consistent with the conceptual framework(s), and reflects **current** research and *[best]* **effective** practices.

[Quality Indicators:]

5.5.1 *[Higher]* **Professional** education faculty use a variety of instructional strategies that reflect an understanding of *[different]* **various** models and approaches to learning. **They also model the use of a variety of technology applications and skills appropriate for educational settings to create meaningful learning opportunities for all students.**

5.5.2 Faculty teaching in the content areas use instructional strategies that reflect an understanding of their students educational needs. They also model the use of technology applications and skills appropriate for educational settings to create meaningful learning opportunities for all students.

*[5.5.2]***5.5.3** Instruction encourages the candidate's development of **skills in** reflection, critical thinking, problem solving, and professional dispositions.

*[5.5.3]***5.5.4** Teaching reflects knowledge *[about]* **of** and experiences with diversity and exceptionalities.

[5.5.4 Instruction is continuously evaluated, and the results are used to improve teaching within the unit.]

Category IV. The Unit of Professional Education

Standard 6: GOVERNANCE, ORGANIZATION, AND AUTHORITY (Initial and Advanced)

Governing boards and administrators shall indicate commitment to the preparation of educational personnel, as related to the institution's mission and goals, by adopting and implementing policies and procedures supportive of programs for the preparation of professional educators.

Quality Indicators:

- 6.1 The control of the institution resides in a board of trustees or an otherwise designated board. The governing board establishes institutional philosophies and policies which promote sound educational programs. All policy decisions are recorded in writing.
- 6.2 A president, or an otherwise designated chief administration officer, makes provision for the performance of administrative functions affecting professional education programs.
- 6.3 The professional education unit is clearly identified, operates as a professional community, and has the responsibility, authority, and personnel to develop, administer, evaluate, and revise all professional education programs.
 - 6.3.1 The unit has responsibility and authority in such areas as faculty selection, tenure, promotion, and retention decisions; recruitment of candidates, curriculum decisions; and the allocation of resources for unit activities.
 - 6.3.2 The institution dedicates ongoing resources to the unit's systematic collection, analysis, and dissemination and use of candidate, program and unit assessment data.**

Standard 7: PROFESSIONAL COMMUNITY (Initial and Advanced)

The professional education community collaborates to improve programs for the preparation of school personnel and to improve the quality of education in the **PK-12** schools.

Quality Indicators:

- 7.1 Faculty who teach general education courses, content-area courses, and professional *[studies]* **education courses** collaborate regularly with each other and with **educators in the** public schools *[and school-based professionals on]* **for** the development, implementation and evaluation of PK-12 and professional education programs.
- [7.2 Clinical and other field-based experiences are collaboratively arranged. The unit has agreements with schools and other professionals to ensure that students are supported in the achievement of the program's goals.]*
- [7.3]***7.2** *[The program gives candidates opportunity]* **Candidates are provided opportunities** to develop *[an identity as a professional educator]* **as professional educators** via activities that may include but are not limited to *[joining]* **participation in** professional education organizations and attending professional conferences.
- 7.3 The unit collaborates with PK-12 schools to improve outcomes for PK-12 students and faculty, professional education candidates and faculty, and other stakeholders.**

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Standard 8: RESOURCES FOR OPERATING THE UNIT AND FOR SUPPORTING TEACHING AND LEARNING (Initial and Advanced)

[8.1 Resources for Operating the Unit]

The unit has sufficient **budget**, facilities, equipment, and *[budgetary]* **other** resources to fulfill its mission, *[and]* offer quality programs, **and support teaching and scholarship of faculty and candidates.**

Quality Indicators:

*[8.1.1]***8.1** Budget trends over the past five years and future planning indicate adequate support for the *[programs offered in professional education.]* **unit and its professional education programs. Resources are allocated to programs in a manner that allows each one to reach expected outcomes.**

[8.1.2 Resources are allocated to programs in a manner that allows each one to meet its expected outcomes.]

*[8.1.3]***8.2** Facilities and equipment are adequate, functional, and well maintained. **Faculty have sufficient office, instructional, and other space to carry out their work effectively.**

[8.2 Resources for Teaching and Scholarship (Initial and Advanced)]

The unit has adequate resources to support teaching and scholarship by faculty and candidates.

Quality Indicators:]

*[8.2.1]***8.3** Support of professional development is at least at the level of other units in the institution.

[8.2.2 Higher education faculty have well-maintained and functional office, instructional, and other space to carry out their work effectively.]

*[8.2.3]***8.4** Higher education faculty and candidates have training in and access to education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources.

*[8.2.4]***8.5** *[Library]* **Instructional resources, including media, software and materials collections, are readily accessible. These resources** provide adequate *[access,]* scope, breadth, currency, and multiple perspectives[;], **and** they are systematically reviewed *[to make acquisition decisions]* **and updated.**

[8.2.5 Media, software, and materials collections are identifiable, relevant, accessible, and systematically reviewed to make acquisition decisions.]

*[8.2.6]***8.6** *[There are sufficient]* **Sufficient** library and technical staff **are employed** to support the **institution's** library[,], **and other** instructional materials collections and **the** media/computer support *[services]* **operations.**

Missouri Standards for Teacher Education Programs (MoSTEP)

Benchmarks for Preliminary Teacher Education Programs

STANDARD 1: PERFORMANCE STANDARDS FOR EDUCATION PROFESSIONALS.

Benchmark for Preliminary Teacher Education Programs: The program ensures that candidates possess **the** knowledge, skills, and competencies **defined** as appropriate to their area(s) of responsibility.

1.1 General Education for [Initial] **Preliminary** Teacher Preparation

Benchmark for Preliminary Teacher Education Programs: The program [provides] **ensures that candidates have completed** general studies courses in the liberal arts and sciences that incorporate multicultural and global perspectives.

1.2 [Content, Professional, Pedagogical, and Integrative Studies] **Professional Competencies** for **Preliminary** Teacher Preparation.

Benchmark for Preliminary Teacher Education Programs: The program ensures that candidates have completed a preliminary program of content, professional, pedagogical and integrative studies.

Quality Indicator 1.2.1: The pre-service teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.

Mid-Preparation Benchmark: The preliminary teacher candidate demonstrates a basic knowledge of the discipline(s); the candidate has observed, described, and reflected upon the presentation/teaching of this knowledge and basic tools of inquiry in the [P-12] **PK-12** setting; and the candidate has met the state's minimum passing score on the College Basic Academic Subjects Examination (CBASE).

Quality Indicator 1.2.2: The pre-service teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.

Mid-Preparation Benchmark: The preliminary candidate demonstrates a basic knowledge of theories and principles of human development and learning. [Through descriptions of and reflections on the performance of teachers, [P-12] students and themselves, the] **The preliminary** candidate demonstrates an awareness of the importance of strengthening prior knowledge with new ideas and [promotes] **encouraging** student responsibility. **This may be accomplished through descriptions of and reflections on the performance of teachers PK-12 students and themselves.**

Quality Indicator 1.2.3: The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

Mid-Preparation Benchmark: Through observation, description, and reflection on their own and [P-12] **PK-12** students' prior experience, learning styles, strengths and needs, the preliminary [teacher] candidate recognizes that students differ in their approaches to learning.

Quality Indicator 1.2.4: The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon students, district, and state performance standards.

Mid-Preparation Benchmark: The preliminary [teacher] candidate can create and implement simulated or actual classroom learning activities. The **preliminary** candidate observes, describes and reflects upon district, state and national performance standards, individual diversity, and long- and short-term learning goals.

Quality Indicator 1.2.5: The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

Mid-Preparation Benchmark: The preliminary [teacher] candidate observes, describes, and reflects upon

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the uses of a variety of instructional strategies in [his or her] his/her own learning and [for P-12] in that of PK-12 students. The preliminary candidate recognizes alternative strategies, materials, and technology based on the needs of diverse learners.

Quality Indicator 1.2.6: The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning and self-motivation.

Mid-Preparation Benchmark: The preliminary [teacher] candidate demonstrates a basic knowledge of principles of classroom and behavior management and reflects upon classroom practice in the context of that knowledge.

Quality Indicator 1.2.7: The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

Mid-Preparation Benchmark: The preliminary candidate demonstrates effective oral and written communication skills and presentation techniques, including a variety of media communication tools used to foster active inquiry, collaboration, and supportive interaction in classrooms. The preliminary candidate demonstrates awareness of and sensitivity to student differences.

Quality Indicator 1.2.8: The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.

Mid-Preparation Benchmark: The preliminary [teacher] candidate demonstrates a basic knowledge of formal and informal assessment strategies. The **preliminary** candidate observes, describes, and reflects upon the use of both formal and informal assessments from his/her own learning experiences **and coursework.**

Quality Indicator 1.2.9: The pre-service teacher is a reflective practitioner who continually assesses the effects of choice and action on others. The reflective practitioner actively seeks out opportunities to grow professionally and utilize the assessment and professional growth to generate more learning for more students.

Mid-Preparation Benchmark: The preliminary [teacher] candidate understands the concept of reflective practice and the importance of continual professional growth. The **preliminary** candidate can articulate some professional ethical standards [for] **in** situations posed to [him or her] **him/her**. [He or she] **He/She** uses reflection to refine [his or her] **his/her** learning and practice. The **preliminary** candidate can **begin to** articulate and reflect upon a basic personal philosophy of education.

Quality Indicator 1.2.10: The pre-service teacher fosters relationships with school colleagues, parents and educational partners in the larger community to support student learning and well-being.

Mid-Preparation Benchmark: The preliminary [teacher] candidate fosters appropriate relationships with other pre-service teachers and school personnel to support [his or her] **his/her** own learning. [He or She] **He/She** demonstrates [a basic] knowledge of **basic** services available in the school and community to support children and their learning. The **preliminary** candidate observes, describes and reflects upon professional relationships in school settings.

Quality Indicator 1.2.11: The pre-service teacher understands the theory and practice of technological operations, concepts, tools, and software and can use these to create meaningful learning opportunities for all students.

Mid-Preparation Benchmark: The preliminary [teacher] candidate demonstrates the ability to recognize and use a variety of technology operations and concepts to enhance personal learning and productivity. The **preliminary** candidate also demonstrates the ability to recognize the appropriate use of technologies to communicate, collaborate, conduct research and inquiry, manage information, and present results in [P-12] **PK-12** classrooms.

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STANDARD 2: PROGRAM AND CURRICULUM DESIGN.

Benchmark for Preliminary Teacher Education Programs: The program has a high quality curriculum derived from a conceptual framework(s) that is knowledge-based, articulated, shared, coherent, consistent with the [institutional] **institution's** mission, and continuously evaluated.

Benchmark Indicators:

- The conceptual framework(s) is **collaboratively developed**, written, well articulated, and shared among professional education faculty, students, other members of the college community, and supporting school districts.
- Coherence exists between the conceptual framework(s) and student outcomes, courses, field experiences, instruction, and evaluation.
- The program clearly reflects the institution's mission and meets preliminary teacher education program requirements.
- The program engages in regular and systematic evaluations and uses these results to increase student achievement through the modification and improvement of the conceptual framework and the program.
- The program enhances the entry-level academic preparation of a diverse student population.

STANDARD 3: [CLINICAL] **FIELD** EXPERIENCES.

Benchmark for Preliminary Teacher Education Programs: The program ensures that [clinical] **field** experiences are well-planned, of high quality, integrated throughout the program sequence, and continuously evaluated.

Benchmark Indicators:

- The program requires a minimum of thirty clock hours of field observation in appropriate [P-12] **PK-12** school settings.
- Program syllabi demonstrate that observation requirements are part of a number of courses in the degree program.
- The program requires a variety of observation experiences in [P-12] **PK-12** school settings that reflect diverse school populations (i.e. age, cultural diversity, exceptional and special needs populations).
- The program provides documentation that the quality of the observation experiences is evaluated on a regular basis.
- The program provides documentation that [its] faculty and certified [P-12] **PK-12** school personnel collaborate in [planning and] providing observation experiences for the preliminary [teacher] candidate.

STANDARD 4: COMPOSITION, QUALITY, AND COMPETENCE OF STUDENT BODY.

Benchmark for Preliminary Teacher Education Programs: The program has and implements plans to recruit, admit, and retain a diverse student population who demonstrate potential for professional success in schools.

Benchmark Indicators:

- The institution commits a variety of resources to ensure a diverse candidate pool (e.g. individuals of diverse economic, cultural, racial, gender, and linguistic backgrounds, and individuals with disabilities) with acceptable academic and other qualifications.
- The institution has in place a systematic assessment for evaluating both the success of the recruitment goals to ensure diversity and the equitable application of admissions criteria.
- The institution [requires] **ensures** that students attain passing scores on the [entry examination prescribed by the State Board of Education] **CBASE**, a GPA of 2.5 (on a 4.0 scale), and **successful** completion of [a portfolio documenting] **an assessment that documents the achievement of** mid-preparation benchmarks for Standard 1.2 in order to complete the preliminary teacher education program.
- The institution provides clear information about [its] **institutional** policies and requirements through its publications, web site, and advising services.
- The institution conducts systematic and regular surveys of past students to assess the efficacy of its advisement services and the former students' perception of their preparation for entry into the final phases

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of teacher education and uses that information to improve advising and the teacher education curriculum and instruction.

STANDARD 5: [QUALIFICATIONS, COMPOSITION, ASSIGNMENTS, AND DEVELOPMENT OF PROFESSIONAL EDUCATION FACULTY AND QUALITY OF INSTRUCTION] **PROFESSIONAL FACULTY.**

Benchmark for Preliminary Teacher Education Programs: The [institution]**program** [has and] implements [plans] **institutional policies** to recruit, employ, and retain a diverse faculty who demonstrate professional qualifications and high quality instruction.

Benchmark Indicators:

- The [program] **institution** ensures that the professional education faculty (full-time and part-time) are qualified for their assignments and are actively engaged in the professional community.
- The institution recruits, hires, and retains a diverse higher education faculty.
- The institution ensures that policies and assignments allow faculty to be involved effectively in teaching, scholarship, and service.
- The institution supports and promotes professional development for education faculty, and has a systematic and comprehensive plan for such experiences.
- Teaching in the program is of high quality, is assessed against performance expectations for teachers, is consistent with the conceptual framework(s), and reflects research and best practices.

STANDARD 6: GOVERNANCE, ORGANIZATION, AND AUTHORITY.

Benchmark for Preliminary Teacher Education Programs: Governing boards and administrators shall indicate commitment to the preparation of education personnel, as related to the institution's mission and goals, by adopting and implementing policies and procedures supportive of its preliminary teacher education program.

Benchmark Indicators:

- Control of the institution resides in a board of trustees or an otherwise designated board. The governing board establishes institutional philosophies and policies that promote sound educational programs. All policy decisions are recorded in writing.
- A president, or otherwise designated chief administration officer, makes provisions for the performance of administrative functions affecting the preliminary teacher education program.
- The preliminary [professional] **teacher** education program [unit] is clearly identified, operates as a professional community, and has the responsibility, authority, and personnel to develop, administer, evaluate, and [revise the professional education program] **make revisions**.

STANDARD 7: PROFESSIONAL COMMUNITY:

Benchmark for Preliminary Teacher Education Programs: The program and professional education community collaborate to improve the preparation of school personnel and to improve the quality of education in the schools.

Benchmark Indicators:

- The program collaborates with professional colleagues [at both two (2) and four (4) year colleges] and fosters appropriate relationships with [P-12] **PK-12** school educators in the design and evaluation of the preliminary teacher education program.
- The program provides opportunities and encourages [its] students to engage in professional activities such as joining professional organizations and attending professional conferences.

STANDARD 8: RESOURCES FOR OPERATING THE UNIT AND FOR SUPPORTING TEACHING AND LEARNING.

Benchmark for Preliminary Teacher Education Programs: The institution has sufficient **budgets**, facilities,

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equipment and *[budgetary]* **other** resources to fulfill its mission, *[and]* offer quality programs*]. The institution has adequate resources to]* **and** support teaching and scholarship for faculty and students.

Benchmark Indicators:

- The institution has sufficient facilities, equipment and budgetary resources to fulfill its mission and to offer high-quality learning experiences; program funding is consistent with the funding received by other comparable programs on campus.
- Support of professional development is at least at the level of other programs within the institution.
- Faculty and students have training in and access to education-related electronic information, video resources, computer hardware, software, related technologies, and other similar resources.
- Faculty have well-maintained and functional offices, instructional, and other space to carry out their work effectively.
- Library/media collections are *[identifiable,]* relevant, **readily** accessible, and systematically reviewed **and updated**.
- *[The library is adequately staffed by knowledgeable individuals.]* **Sufficient library and technical staff are employed to support the institution's library and media/computer support operations.**

Glossary of MoSTEP Terms

Advanced Program. A post-baccalaureate professional education program for: 1) the continued education of individuals who have previously earned initial professional certification or 2) the preparation of professional school personnel for initial certification that requires a graduate degree. Advanced programs commonly award graduate credit and include masters, specialist, and doctoral degree programs, as well as non-degree licensure programs at the graduate level.

Annual Report. A written report prepared each year by the professional education unit verifying its continuing capacity to meet state standards and requirements. The report provides information regarding institutional demographics and candidate performance, as well as documentation of changes in the professional education unit's programs.

Assessment System. A comprehensive and integrated set of evaluation measures that provides information about candidate performance and the management and improvement of unit and program operations.

Benchmarks. Acceptable levels of quality or execution within a broader scope of definition or range of implementation.

Board. Missouri State Board of Education

Candidate. An individual who is seeking admission to or is enrolled in a program for initial or advanced certification of teachers or other professional school personnel. A candidates may be majoring in professional education and/or seeking initial or advanced certification.

Certification. Official recognition by a state governmental agency that an individual has met state requirements and is, therefore, approved to practice as a duly certified/licensed education professional.

Clinical Experience. Student teaching or internships in a school setting that provides candidates with extensive opportunities to develop and demonstrate competence in the professional roles for which they are preparing. The experiences are completed under the guidance and supervision of practicing professionals in the field.

Competencies. Knowledge or skills expected of teachers or other education professionals.

Conceptual Framework. The underlying structure that includes rationale and principles to guide the operation of the professional education unit and provide direction for programs, curriculum, faculty and candidate performance, and accountability.

Dispositions. The beliefs, values, commitments and professional ethics that influence an educator's behaviors toward students, families, colleagues and communities and affect student learning, motivation, and development, as well as his/her own professional growth.

Diversity. Differences among groups of people and individuals based upon age, gender, culture, language, race, ethnicity, religion, exceptionalities or socio-economic status.

Field Experiences. Activities for candidates in professional education that are completed in off-campus settings such as a school, a classroom or a community center. They include classroom observations, tutoring, assisting teachers and administrators, student teaching, and internships.

Formative Assessment. An assessment designed to provide data that leads to improvement in knowledge or performance.

General Studies. Courses and other learning experiences in the liberal arts and sciences that candidates in baccalaureate programs typically complete in the first two or three years of higher education.

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Governance. The system and structure for defining policies, providing leadership and administering procedures and resources for the professional education unit.

Initial Programs. Programs at the baccalaureate or post-baccalaureate levels that prepare candidates for their first certificate of license to teach.

Integrative Studies: Courses and other learning experiences in which candidates learn to integrate their general and content knowledge with professional and pedagogical knowledge.

Knowledge Base: The body of knowledge for effective teaching derived from empirical research, disciplined inquiry, informed theory, and the wisdom of practice.

License. Official recognition by a state governmental agency that an individual has met state requirements and is, therefore, approved to practice as a duly certified/licensed education professional. Licensure is often used interchangeably with certification.

Multicultural Perspective. An understanding of the social, political, economic, academic, and historical constructs of age, gender, culture, language, race, ethnicity, religion, exceptionalities or socio-economic status and how they impact the curriculum of professional education.

Part-time Faculty. Employees of a higher education institution with less than a full-time assignment within the professional education unit. Some part-time faculty are full-time employees of the college or university with a portion of their assignments in the professional education unit. Other part-time faculty are not full-time employees of the institution and are commonly considered adjunct faculty.

Pedagogical Studies. Courses and other learning experiences in which candidates study and apply concepts, theories, and research about effective teaching.

Performance Standards. Definitions of what individuals preparing for professional education responsibilities need to know and be able to do.

Preliminary Professional Education Program. A program that provides the introductory or early phases of teacher preparation culminating in a two-year associate's degree

Pre-service Teacher. Individuals enrolled in programs at the baccalaureate or post-baccalaureate levels leading to initial licensure/certification as classroom teachers.

Professional Community. A group of full- and part-time higher education faculty, practitioners in PK-12 schools, candidates, and other stakeholders involved in the preparation of professional education personnel.

Professional Development. The acquisition of new knowledge and skills through in-service education, conference attendance, sabbatical leave, summer leave, institutional visitations, fellowships, work in PK-12 schools, etc.

Professional Education Program. A planned sequence of courses and experiences for preparing teachers or other professional personnel to work in PK-12 schools.

Professional Education Unit. A college, school, department, or other administrative entity within an institution of higher education that is primarily responsible for coordinating all programs for the initial and advanced preparation of teachers and other professional school personnel.

Professional Studies. Courses and other learning experiences to teach candidates the historical, economic, sociological, philosophical, and psychological foundations of schooling and education.

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Professional Education Faculty. Those individuals who teach one or more courses in education, provide services to education students (e.g., advising or supervising student teaching), or administer some portion of the unit. Professional education faculty may include both higher education faculty and school-based personnel; they are considered to be members of an institution's professional education unit.

Rubrics. Written criteria for judging performance that indicate the qualities by which levels of performance can be differentiated, and that anchor judgments about the degree of success on a candidate assessment.

Scholarship. The active involvement in one's area of specialization as demonstrated through such faculty activities as research, articles published, program evaluation studies, documentation of on-going activities, grant seeking, and presentations at professional meetings.

Service. Faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

Student Teaching. Pre-service clinical practice for professional education candidates who are preparing to teach.

Summative Assessment. An assessment that measures the demonstration of knowledge and/or skills in comparison to a standard.

Technology. The application of electronic and other media to facilitate (1) development, delivery, and assessment of instruction, (2) problem solving, (3) personal and professional productivity, (3) administration of programs, and (4) access and exchange of information.

Tools of Inquiry. The resources and practices that facilitate the acquisition and sharing of knowledge associated with a discipline.

Unit. A college, school, department, or other administrative entity within an institution of higher education that is primarily responsible for coordinating all programs for the initial and advanced preparation of teachers and other professional school personnel. Also known as the "professional education unit."

Unit Head. The individual officially designated to provide leadership for the unit (e.g., dean, director, or chair), with the authority and responsibility for its overall administration and operation.